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ABSTRACT

This booklet is intended to facilitate the full participation of Minnesota parents of children with disabilities in the Individualized Education Program (IEP) process. The booklet begins with a brief discussion of what an IEP is, when IEPs must be in effect, IEP meetings, the IEP team, and parent participation. It next stresses the necessity of the IEP team considering four areas: (1) the child's strengths, (2) parental concerns regarding the child's education, (3) results of the most recent evaluation, and (4) certain special factors. The guide then details requirements of the IEP form with sections for: general information, present levels of educational performance and educational needs, transition planning, statement of measurable annual goals, progress reporting, special education and related services, adaptations in general and special education, least restrictive environment justification, Minnesota accountability testing, transfer of rights at age of majority, and extended school year. The booklet also covers requirements for parent action and IEP accountability. An appendix includes definitions, a sample IEP state-recommended form, a transition grid, a listing of special factors in IEP development, a state list of adaptations, a high school Profile of Learning Chart for IEP planning, and information about the Pacer Center. (DB)

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# A Guide for Minnesota Parents to the Individualized Education Program (IEP)

Fourth Edition

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# A Guide for Minnesota Parents to the Individualized Education Program (IEP)

By PACER Center, Inc.

under contract with

The Department of Children, Families, and Learning

Office of Special Education

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# A MESSAGE FOR MINNESOTA PARENTS

Every child is unique and learns in different ways. Your child has been identified as needing special education services in order to be successful at school. Parents can play a major role in shaping the services their child receives.

This booklet has been written for you—the parents, guardians, and surrogate parents of children with disabilities who receive special education services in Minnesota. It will help you understand the Individualized Education Program (IEP) and the importance of your participation in developing your child's IEP. You are a key member of your child's IEP team, and your ideas must always be considered in any decisions the IEP team makes.

The development of the IEP is called for in federal law, the Individuals with Disabilities Education Act (IDEA) and its regulations, 34 CFR Parts 300 and 303, and in Minnesota State Special Education Rules, Section 3525.2900. The federal regulations, which have the force of law, explain how the law will be carried out.

Parents who wish to read the full regulations covered in this guidebook (Sections 300.309, 300.340, 300.342—300.348, 300.350, 300.500, 300.501, and 300.517) may access them through the PACER website, *www.pacer.org/idea/idea.htm*.

Each state carries out the federal laws somewhat differently. This guidebook will help parents understand how the IEP process is carried out in Minnesota. In the back of the book, you will find the 1999 Minnesota Department of Children, Families, and Learning recommended IEP form. This form is not required. Many districts have adapted the state recommended form but others use their own forms. All IEP forms are based on requirements in federal law.

This IEP guidebook covers all the required components or parts of an IEP that are outlined in the federal regulations. Whenever possible, it gives an example from the state IEP form or another typical IEP form when describing a required component.

Your school district's IEP form might not be worded exactly the same as the state form, and its components might be in a different order. However, all of the required components must be included in your child's IEP or discussed at the IEP meeting. Some sections of the IEP require discussion, but the documentation of the discussion may be optional. School districts will want to document in some way that a particular requirement was discussed.

## What Is an IEP?

The IEP is the document that outlines the special education and related services that will be provided for your child by your school district at no cost to you. The IEP provides a written record of decisions made at IEP meetings. (Please note the definition of IEP on page 27.)

> According to the Individuals with Disabilities Education Act (IDEA) statute and regulations, "the term **individualized education program** or **IEP** means a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with" federal and state laws, regulations, and rules.
>
> *34 CFR 300.340*



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### How Can Parents Participate in Developing IEPs?

The IEP document is the cornerstone of the special education process and the key to services your child receives. It is important that you understand your child's IEP and take an active role in developing it.

Parents, guardians, and surrogate parents have the right to have information explained to them in understandable language. Parents know their own child's strengths and needs and should discuss them with the IEP team.

You can help develop the goals that will enable your child to become as independent and responsible as possible. You may ask yourself:

- What do I want for my child?
- Where is he or she now?
- What do we need to do for my child to meet these goals?

You, school personnel, and others can together discuss, plan, and implement a special education program that serves your child's needs. There is no blueprint or prescription for an IEP. The IEP team will develop a program that meets your child's specific needs. This flexibility is good, but it requires your preparation and participation.

## WHEN IEPs MUST BE IN EFFECT

**First IEP:** The special education process begins with evaluation. (See PACER Center's publication *Parents Can Be the Key* for more information on evaluation.) When a child has been evaluated and found to be eligible for special education, an IEP must be developed before services can begin. This is called the *initial* IEP.

**Annual IEP:** An IEP is written every year for a child receiving special education. The *annual* IEP may be written any time during a calendar year, but an IEP must be in effect at the beginning of each school year. This means that no matter what time of year an IEP is written, when school starts in August or September, your child's annual IEP directs your child's services when the school year begins.

**For children age 3 to 5:** Children 3 to 5 may be served under an IEP or an IFSP (Individualized Family Service Plan). The school must give the family a detailed explanation of the differences between an IEP and an IFSP. If the family chooses an IFSP, they must consent to its use in writing. Your child should receive appropriate special education services no matter which document is used.

## IEP MEETINGS

You have a right to participate in all school meetings to discuss your child's identification, evaluation, placement, and/or the provision of a free, appropriate public education (FAPE) for your child. The purpose of the IEP meeting is to discuss, develop, revise, and record a program to meet your child's individual learning needs. Each school is responsible for organizing and conducting IEP meetings. An IEP meeting must be held at least once a year. Discussion topics may include:

- lack of expected progress toward the special education goals and objectives
- lack of expected progress in the general curriculum
- new information from evaluation

- information provided by the parents or the school
- the child's anticipated needs
- other matters

If this is the first IEP (see "When IEPs Must Be in Effect" above), the school must make sure that a meeting is held within 30 school days after a child has been found eligible for special education and related services.

Minnesota's form "Notice of Proposed Special Education Services" (see pages 23 and 32) is given to you with the IEP. This is your opportunity to approve or disagree with the planned services for your child.

Once approved, special education services begin as soon as possible following the IEP meeting. Districts must make the IEP services available within a reasonable period of time. Minnesota's Department of Children, Families, and Learning recommends that services begin within one to two weeks, at most, following the IEP meeting.

## THE IEP TEAM

| IEP TEAM MEETING | | |
|---|---|---|
| Title | Names of All Team Members | Indicate Attendance |
| Parent | | ❑ Yes ❑ No |
| Parent | | ❑ Yes ❑ No |
| Student | | ❑ Yes ❑ No |
| School District Representative | | ❑ Yes ❑ No |
| Special Education Teacher | | ❑ Yes ❑ No |
| General Education Teacher | | ❑ Yes ❑ No |
| | | ❑ Yes ❑ No |
| | | ❑ Yes ❑ No |
| | | ❑ Yes ❑ No |

Your child's IEP team must include:

- a parent, guardian, or surrogate parent
- a representative of the district, other than your child's teacher, who is qualified to teach or supervise special education, knows about the general curriculum, and knows about the resources of the school district
- at least one of your child's special education teachers
- at least one of your child's regular education teachers if your child participates or may participate in the general curriculum in grades K–12

If your child is below kindergarten age, the conference team must include all of these people except a general education teacher.

> The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of—
> (1) appropriate positive behavioral interventions and strategies for the child; and (2) supplementary aids and services, program modifications or supports for school personnel that will be provided for the child. *IDEA 300.346 (d)*

In some situations, IEP team members may also include:

- A person who can interpret evaluation results and their educational implications. (This person may also have one of the roles mentioned above.)
- Other people who have expertise or knowledge regarding your child. These people may be invited by you or by school staff. The person who does the inviting decides if they have expertise or knowledge. School professionals may wish to invite related services staff when appropriate.
- The child, whenever appropriate.
- Students must be invited to participate in developing the IEP whenever transition is discussed and when they are in the ninth grade or age 14 or older. (If the student does not attend the meeting, the school must find other ways to make sure that the student's desires and interests are considered.)
- If another agency is likely to be responsible for providing or paying for some services, such as transition services, a representative of that agency should be invited.

## Parents Need to Know

- The school is not required to list the people attending the IEP meeting on the IEP form itself. The school must ensure, however, that the team included all the required members.
- One of the other team members may also fill the role of school district representative if he or she meets the requirements of both roles.
- Including your child at IEP meetings helps the child learn self-advocacy skills and understand his or her disability and educational needs.
- You may bring anyone you believe is knowledgeable or has special expertise about your child, such as a relative, friend, advocate, child care provider, medical professional, or someone knowledgeable about your child's race, culture, or disability. It is a good idea to inform the school if you are planning to bring someone with you.
- You can request that other school personnel be invited.



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## PARENT PARTICIPATION

The school is responsible for making sure that one or both parents are present at each IEP meeting or are given the opportunity to participate. The school must:

- notify you of the meeting early enough to make sure you have the opportunity to attend
- schedule the meeting for a time and place mutually agreeable to you and the school
- use other methods to help you participate, such as individual or conference phone calls if you cannot attend an IEP meeting

When you are notified of the IEP meeting, you must be informed of:

- the meeting date and location
- who has been invited
- your right to invite others
- the purpose of the meeting

If your child is at least 14 or in the ninth grade, or younger if appropriate, the meeting notice must also state that a purpose of the meeting is to discuss transition needs and services.

If you cannot attend or participate in the meeting, the school must be able to document how it tried to involve you: through telephone calls, written invitations, or visits to your home or workplace.

School districts must take whatever action is necessary to ensure that you understand what happens at the IEP meeting. This includes providing an interpretor or translator for parents who use sign language or whose primary language is not English.

## DEVELOPMENT, REVIEW, AND REVISION OF THE IEP

When developing your child's IEP, the IEP team must consider four areas:

1. your child's strengths
2. your concerns regarding your child's education
3. the results of the most recent evaluation
4. certain special factors

We discuss these areas in more detail below. **Note:** Some district IEP forms do not include these areas on their forms. Although the discussion is required, documenting it on the IEP form is not. However, if the team determines through discussion or evaluation data that your child needs a particular device or service because of one or more of these considerations, this must be written in the IEP.

| Summary of Strengths and Concerns (Optional) |
| --- |
| Student's strengths |
| Educational concerns of parent(s) and student |

## 1. Student's strengths

Your child's strengths and interests must be discussed by the IEP team and used as the basis for planning an educational program. These can form the framework on which to build new skills and behaviors. For example, if your son enjoys being helpful to others, can this strength be used to encourage him to hand in all of his assignments and, as a reward, help a younger child with an art project? Or, if your daughter has speaking difficulties but is a good speller, can her teachers ask her to spell words that the rest of the class finds difficult to spell?

## 2. Educational concerns of parent(s)

Your concerns related to your child's education must be discussed by the IEP team. For example, you might be concerned that your child is being teased, that your child has few friends, or that she doesn't have enough time to get from one class to the next because she takes the elevator. The concern could also be more long-term such as fear that your child will become frustrated and drop out of school. The IEP team must address these concerns if they have an impact on education.

## 3. Results of the most recent evaluation

When your child has recently completed a school evaluation such as the three-year comprehensive reevaluation, an initial evaluation, or state or districtwide assessment, the results must be considered in developing a new IEP.

## 4. Special factors

Other "special factors" must be considered by the IEP team:

- positive behavioral interventions if a child's behavior impedes his or her learning or that of others
- how a child's limited English skills affect IEP development
- the provision of Braille for a child who is blind or visually impaired
- whether a child has communication needs
- the communication and instructional needs of a child who is deaf or hard or hearing
- whether a child may need an assitive technology device and services

(For more complete information see the Appendix, page 34.)

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The Federal regulations "makes clear that if the IEP team determines through consideration of special factors, that a child requires a particular service, intervention, or program modification, a statement to this effect must be included in the child's IEP." *Federal Register Vol. 64, No. 48, p. 12588*

## Parents Need to Know

- The regular education teacher can be very helpful when discussing your child's needs when he or she is in the regular education classroom. The teacher can help decide if your child needs positive behavior interventions, supplementary aids and services, or program modifications, or if school personnel need support to teach your child.
- Results of the discussion of the above topics may be noted on the IEP form under Present Levels of Educational Performance, an annual instructional goal, an adaptation in general and special education, or another appropriate section of your school's IEP form.

## CONTENT OF THE IEP

Page 1 of

| 7/99 | IEP Meeting Date:_____ | INDIVIDUALIZED EDUCATION PROGRAM (IEP) |
|---|---|---|

| STUDENT INFORMATION | | | |
|---|---|---|---|
| Student: | Gender: M F | Grade: | D.O.B.: |

| PARENT/GUARDIAN INFORMATION |
|---|
| Parent/Guardian Name(s): |

| IEP INFORMATION | | |
|---|---|---|
| Federal Setting: | IEP Manager Name: | Phone #: |

### 1. General Information

The IEP often includes certain general information listed below. If the IEP document itself does not include this information, you may ask where it can be found in your child's records.

**IEP meeting date:** the date the IEP meeting was held. This date is considered to be the "annual IEP date." More than one meeting may be held to develop an IEP.



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**Last comprehensive evaluation report date:** the date your child's last comprehensive three-year evaluation was completed. If this date is not on your school district's IEP form, ask for the date at the annual IEP meeting.

**Grade:** the grade your child is in when the IEP is written. For students under age 5, either pre-K (pre-Kindergarten) or ECSE (Early Childhood Special Education) is usually listed. The IEP is in effect for one year from the date it is written (unless it is changed by the IEP team) even if the child changes grades.

**DOB**: date of birth.

**Parent/guardian information**: Make sure that the school has your current address and telephone numbers.

**Federal setting:** See pages 18–19.

**IEP manager name:** the person who coordinates a child's program and sees that it is carried out; sometimes called the case manager. This person must be a teacher or licensed related-services staff person and a member of the IEP team. The IEP manager is the person who arranges IEP meetings and sends out notices. Contact the IEP manager if you have questions about your child's IEP.

**Type of IEP:** (only on some forms). There are three kinds of IEPs:

1. *an initial IEP*, which is the first IEP developed for a child
2. *an interim IEP*, which is in effect for no more than 60 school days; this IEP is written for a child who is receiving special education to give the IEP team time to determine whether the placement or services are appropriate
3. *an annual IEP*, which is the plan written for each subsequent year

**Disability category:** (on some forms) lists the category of disability under which a child receives services. Students may be eligible to receive services under more than one disability area.

## 2. Present Level(s) of Educational Performance and Statements of Educational Needs

| PROGRAM |
| --- |
| **Present Level(s) of Educational Performance and Educational Needs,** including how the student's disability affects involvement and progress in the general curriculum: (for preschool children, participation in appropriate activities). By age 14 or grade 9 and thereafter, address the transition areas here. |

A key question for the IEP team to consider is how your child's disability affects his or her involvement and progress in the general curriculum. In other words, how does the disability affect learning at school? Understanding the impact of your child's disability on participating in the general curriculum is important. It helps the team to determine what services and accommodations your child needs in order to participate in the general curriculum to the maximum extent appropriate.

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> The IEP for each child with a disability must include—
> A statement of the child's present levels of educational performance, including—
> (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities . . .
>
> *Federal Register/Vol. 64, No 48, 300.347 (a)*

Some IEP forms combine the Present Level(s) of Educational Performance and Statement of Educational Needs with the statement on how the child's disability affects participation in the regular curriculum. No matter where these statements appear, they should summarize your child's current status and educational needs in each performance area that has an educational concern. Performance areas may include:

- sensory status (such as vision and hearing)
- health and physical status
- social, emotional, and behavioral status
- intellectual functioning
- academic performance
- communication status
- motor abilities
- functional skills
- transition, including vocational rehabilitation

The purpose of this section is to describe what your child can do at the time the IEP is developed. The information should be presented in brief, clear statements with enough information to describe your child's present skill levels. If a reevaluation has been completed recently, the results must be considered here.

For preschool-age children, the team must consider how the disability affects the child's participation in developmentally appropriate activities. For transition-age students (who are at least 14 years old or in ninth grade), the child's Present Levels of Performance in the transition areas discussed on pages 10–11 must also be included.

From the Present Levels of Educational Performance statements, the team determines your child's educational needs and develops annual IEP goals. The Present Levels of Educational Performance statements should identify specific skills or behaviors requiring instruction. For example:

- "Billy has a reading disability. He is in seventh grade and reads at the third grade level. He refuses to read aloud during classes. His auditory comprehension of orally read materials lags behind his silent reading skills".

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- "Lisa has ADHD. Her organizational skills are not well developed. She frequently loses assignments and notes for her academic classes and comes to class without necessary materials. She talks out of turn 50% more often than her peers and disrupts the learning of her classmates several times a day."
- "Angela is 10 years old but academically performs at a kindergarten level in reading and first grade in math. Though she enjoys being in mainstream classes, her class work in reading, math, science, and social studies needs to be modified."

## Parents Need to Know

- The Present Levels of Performance section of the IEP provides a snapshot of your child at a particular time and place.
- Some needs may remain over a long period of time.
- Parents have important information to share about their child.
- Parents and school professionals *may see the same child in different ways.*
- It is important that you and your school team agree on your child's needs because instruction will be based on the needs identified.
- Your child's needs may be identified through evaluation or reevaluation, annual updating of Present Levels of Educational Performance statements, state and districtwide assessments, and other means.
- Participation in the general curriculum is how children learn information and skills necessary to pass the graduation standards set by the state.
- If an initial or three-year reevaluation has been completed, parents must be given a copy of the evaluation summary report. It contains detailed information that will be used to develop the Present Levels of Educational Performance statements.
- The Present Levels of Educational Performance section will include summary statements of your child's functioning in assessed areas and will be updated each year.
- Attachments to the IEP form may be used if the existing form does not have sufficient space to include all the information required in the IEP.

### 3. Minnesota Transition Planning

When your child is in ninth grade or has reached age 14 (or younger, if determined necessary by the team), the IEP will continue to address progress in the performance areas previously described. In addition, five transition areas must be considered:

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1. Postsecondary Education and Training
2. Jobs and Job Training
3. Community Participation
4. Recreation and Leisure
5. Home Living/Daily Living Skills

The young person and his or her IEP team will establish the Present Levels of Educational Performance and Educational Needs (if any) in each of the five transition areas based on observations, assessments, and interviews. In the Home Living/Daily Living Skills area, for example, this might result in a statement such as "I live at home with my parents and two sisters. I help take care of the house. I clean my room, wash dishes, and vacuum. I wash my own clothes." In the Postsecondary Education and Training area the statement might be, "I think I want to go to college, but I don't know what the requirements are."

(The Transition Grid on page 33 may be helpful in understanding how needs in the performance areas (see page 9) apply to the areas of transition planning.)

| |
|---|
| **Transition Service Needs** (for students about to enter grade 9 or reach age 14 and thereafter) that identify courses of study, instructional needs related services, and interagency responsibilities and any needed linkages to address transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure and home living |
| **Transition Activities** (for students about to enter grade 9 or reach age 14 and thereafter) and the person(s) accountable for each activity |

**Transition service needs:** When the IEP team determines that your child has a transition need, it must be written in the IEP. Needs may be identified for instruction, community experiences, work skills, and learning daily living skills. Your child may write his or her own statements of needs. For example: "I need to know how to pay my bills and how to cook more meals," or "I need to be able to find things to do in the community." The need for related services also can be included: "I need transportation to get to my work experience program."

When your transition-age child has an educational need, the IEP team must identify one or more services to meet that need. The service, which must be written into the IEP, could include:

- a particular class or course of study
- a related service such as transportation
- community links to other services
- instruction in daily living skills
- functional vocational evaluation
- development of employment opportunities
- other post–high school adult living objectives

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**Transition activities:** These activities help transition-age students to meet future outcomes in any of the five transition areas. They are different from goals and objectives (see pages 12–13) because they usually do not require instruction.

Activities must be determined based on a student's individual needs. Examples might include applying for services from Rehabilitation Services (Minnesota Department of Economic Security), visiting area colleges, calling for information about low-income housing, or opening a checking account. The person who will be accountable for each activity must be listed here.

All provisions for due process in IDEA remain in place throughout the transition period.

## Parents Need to Know

- Many students with disabilities leave high school lacking the academic, technical, and social skills necessary to continue in postsecondary training or find and maintain employment.
- Transition services may be provided for some students younger than age 14. Possible reasons for earlier service include because the student is at risk of dropping out of school before age 16 or because the services would have a positive effect on employment or other educational outcomes.
- IEP team decisions should include input from the student, parents, and others from the student's school and community life.
- Students with disabilities may remain in school through age 21 if they have continuing transition needs, even if they have met the district's credit requirements for a diploma but have not yet accepted the diploma itself.

### 4. Statement of Measurable Annual Goals

**Goals** are statements that describe what your child is expected to accomplish within a year of the writing of the IEP. Goals are developed based on Present Levels of Educational Performance:

1. determining what skill or behavior needs to change so that your child can be involved in and make progress in the general curriculum or on goals and objectives to the extent appropriate, and then
2. determining the direction of change, and then
3. determining the expected ending level of performance.

For example, if a Present Level of Educational Performance statement says that your son is reading three years below his grade level, the goal may be to increase his reading level to a level that the IEP team thinks he can reasonably achieve in one year. Goals may cover any area: academic, behavioral, social, or any other educational skills that are important for your child to achieve. Goals must be measurable. The IEP must address all the educational needs that result from your child's disability or disabilities.

**Present Levels of Educational Performance** ➡ **Needs** ➡ **Goals**

The Present Levels of Educational Performance determine the student's educational needs, which in turn form the basis for the goals that appear on your child's IEP.

**Short-term objectives or benchmarks** are the steps that help your child reach the goals. An IEP may contain objectives, benchmarks, or a combination of the two. *Objectives* are steps leading to the accomplishment of the goal. *Benchmarks* are developmental milestones. There should be at least two objectives and/or benchmarks for each goal.

Each objective includes several parts. For example, Mark's goal is to improve his writing from a skill level of writing disorganized essays with incorrect spelling and punctuation 50% of the time to a level of 90% accuracy. One of the objectives for this goal might be the following:

- Skill to be performed *(Mark will write a twelve-sentence essay . . .)*
- Conditions for evaluating *(. . . when given a subject by the teacher.)*
- Criteria for evaluating *(The essay will include a topic sentence and at least three supporting details.)*
- Evaluation procedures *( 90% accuracy as measured on his quarterly assignment chart)*

A second objective could cover the spelling and punctuation part of the goal.

Your child's IEP will include as many goal and objective pages as are necessary to include all the instructional goals.

**Annual instructional goals and objectives for transition-age students** are needed when evaluation demonstrates that a student does not have the necessary skills to attain his or her life goals. These instructional goals and objectives, which must be measurable, address skills the student needs to learn. An example might be to learn to keep a homework schedule for school. Or the goal could relate to improving a specific skill the student needs in order to live independently or to fill out a job application and have a job.

The future outcome may be written in the student's own words, beginning with "I." For example: "I want to learn to cook." A measurable goal to reflect this might be "Right now I don't know how to cook. I want to learn to plan and cook five meals." The grid in the back of this book may be useful when incorporating the student's needs from the five transition areas, focusing on what the student has expressed as a desired future outcome. (See page 33.)

Another agency, such as Rehabilitation Services or county social services, might be responsible for providing a service to your child. If an agency fails to provide the services written in the IEP, the IEP team must meet to find other ways to meet the transition goals. In addition, if an agency would typically provide a service to students with disabilities who meet its eligibility criteria, it is also responsible for providing such a service that is written in a student's IEP.



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## 5. Progress Reporting

| PROGRESS REPORTING |
| --- |
| Frequency and method(s) to be used for reporting progress to parents |

This area lists the scheduled times and method(s) that school staff will use to report progress to parents. You must be informed of:

- your child's progress toward meeting the annual IEP goals
- whether or not that progress will enable your child to achieve the goals in this IEP

The school will let you know about progress your child has made in meeting IEP goals at least as often as they report progress to parents whose children do not have disabilities. Reporting methods may include report cards, midterm written reports, or other means.

### Parents Need to Know

- Your child's progress toward meeting goals and objectives will be reported to you with the frequency and by the methods noted in the IEP.
- IEP progress reports are not the same as classroom grade reports.
- If your child is progressing as planned, the goals and objectives will be continued, unless they need to be updated.
- If your child is not making sufficient progress toward meeting IEP goals, a team meeting must be held to revise the IEP. A revised IEP must be written whenever significant changes in a student's program are needed.
- For more information, see PACER's handout "How Will I Know if My Child Is Making Progress?"

## 6. Special Education and Related Services

| SPECIAL EDUCATION AND RELATED SERVICES | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Location | | | Minutes Per Session | | Service | |
| Instruction or Service Provided | General Education | Special Education | Anticipated Frequency | Individual | Group | Start Date | Anticipated Duration |
| | | | | | | | |
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There must be a direct relationship between goals in your child's IEP and the special education and related services the school provides. For example, if your child has a learning disability in the area of reading and has a goal to improve reading from the third to the fourth grade level, then services provided by a licensed learning disability staff person to help your student accomplish that goal will be listed here.

The IEP will list:

- each type of instruction or service your child will receive
- the amount of time committed (in minutes per session or minutes per week)
- the frequency of services (the number of times per week)
- the starting date and expected duration for services
- the location where the service will be provided (in a regular or in a special education setting)

The special education instruction and related services provided to your child may be direct or indirect:

- **Direct services** are provided by a special education teacher or related services professional who works directly with your child. These may include special education services provided by a paraprofessional under supervision of a licensed staff person or services provided directly to a group of students with similar needs.
- **Indirect services** are provided by a special education teacher or related services professional working with other professionals or with parents. These services could include consultation, modifications of curriculum for the student, observing the student, cooperative planning, etc.

## Parents Need to Know

- Although this section is found on page 1 of the state's IEP form, it should be the last section the IEP team completes. The services are determined after the team has discussed evaluation results, student needs, goals and objectives to meet student needs, and least restrictive environment.
- Services may include special education as well as related services when needed. (See Definitions on pages 27–28.)
- If your child receives all or part of the services in a location that uses a different school calendar, a copy of the calendar should be attached so you will know how your child's school year is scheduled.
- If the IEP is an interim one for your child who is already receiving special education, this will be reflected in the "Service" dates in the last columns.

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## 7. Adaptations in General and Special Education

**ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION**

Adaptations, including 1) supplemental aids and services in general and special education, and 2) program modifications or supports for school personnel to meet the needs of the student, and 3) assistive technology

In addition to outlining the special education and related services your child will receive, the IEP includes a section for adaptations that will help your child participate in regular education and in special education as appropriate. Adaptations are made so that your child can

- advance toward attaining annual goals
- participate and progress in the general curriculum
- participate in extracurricular or nonacademic activities
- learn and participate with other children with and without disabilities

Adaptations may include *supplemental aids and services, program modifications or supports for school personnel*, and *assistive technology*.

**Supplemental aids and services** are supports provided in general education classes and other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate to their individual needs. Examples include:

- specialized equipment and technology
- special transportation
- modifying school district discipline policies
- extending time for testing
- reducing the number of spelling words or math problems required to attain a passing grade
- measuring progress based on effort rather than the curriculum objectives for all students

Paraprofessional services may be included as an adaptation. Based on the needs of students, paraprofessionals may be assigned by school districts in several ways: to an individual student, to a teacher, or to a classroom. If this staff person is assigned to an individual student through an IEP team decision, the paraprofessional's duties and responsibilities and the length and frequency of service are recorded in the IEP.

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**Program modifications or supports for school personnel** may be necessary so your child can fully participate in school. For example, a consultant might provide suggestions to the regular education teacher for including your child fully in the classroom or train staff on using an augmentative communication device.

**Assistive technology** includes specific services, such as maintaining or repairing equipment, as well as devices. The IEP team will use evaluation data to determine which services and devices are appropriate.

IDEA requires schools to provide assistive technology devices and services if the IEP team determines a child needs them in order to receive an appropriate education. The team must plan for acquiring, operating, maintaining, and repairing assistive technology, as well as for training the child, staff, and family in their use and care. The team should also develop a contingency plan in case the service or device breaks down.

Assistive technology can be provided as an adaptation or as a related service to meet goals and objectives. The technology may be appropriate in regular and special education settings. Examples of assistive technology include augmentative communication devices, computers for word-processing, calculators, classroom amplification, or taped textbooks.

The adaptations are determined by the IEP team and are based on your child's documented needs and the special education services and settings decided by the team. Possible adaptation ideas are available from PACER Center and in a list from Minnesota's Department of Children, Families, and Learning. (See the Appendix, pages 35–36.)

## 8. Least Restrictive Environment (LRE) Justification

| LEAST RESTRICTIVE ENVIORNMENT (LRE) JUSTIFICATION |
| --- |
| If the student is not able to participate full time with students without disabilities in the regular classroom and in extra-curricular and non-academic activities, this statement explains the extent of nonparticipation and reasons for this nonparticipation |

**The Least Restrictive Environment (LRE)** for a child with disabilities is an educational setting that provides an appropriate program, including any special supports needed for the student, in as typical a school environment as possible. Students with disabilities should attend the school they would typically go to if they did not have disabilities and participate in extracurricular and nonacademic activities with children who do not have disabilities, unless the IEP team determines that it is not appropriate based on their needs. The IEP team must provide written reasons for selecting any setting(s) for your child where students without disabilities do not participate.

> To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and . . . special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
>
> *20 USC 1412(a)(5)*

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You must be invited to participate in all educational placement decisions for your child. If you are not able to attend when a placement decision is made, the school must use other methods (such as individual or conference telephone calls or video conferencing) to help you participate. The school must keep a record of how staff tried to help you be involved in making the decision.

In addition, you must be informed about the placement alternatives available for your child. The IEP team will discuss these alternatives and decide which is most appropriate to meet your child's needs in the least restrictive environment. The services must be developed to fit your child, not the other way around. The law calls for a continuum of placement options.

## Parents Need to Know

- Extracurricular and nonacademic activities enrich the lives of most students. The IEP team needs to plan so that your child may appropriately participate in these activities.
- Students with disabilities must have access to the variety of educational programs and services available to students without disabilities.
- Educational placement must be based on the needs of the child, not on the availability of a program.
- The team must justify any removal of your child from the school or the classroom your child would ordinarily attend if he or she did not have a disability. The team must clearly identify why the goals and objectives in the IEP cannot be achieved in the regular classroom with supplemental aids and services.
- It is equally important to consider the appropriateness of an educational setting so your child can be successful in making educational progress. The student should not be placed in a classroom where other children are significantly older or younger.

**Federal setting:** the school will fill this in when the IEP is complete. Federal settings include:

I. *Regular Class:* your child will receive most of his or her special education and related services in the regular education classroom. Your child will be in another setting such as a resource room for no more than 21% of the day.

II. *Resource Room:* your child will receive his or her special education and related services outside the regular education classroom at least 21% but no more than 60% of the school day.

III. *Separate Class:* your child will receive special education and related services in a separate class outside of the regular education classroom for more than 60% of the day.

IV. *Public Separate Day School:* Your child will receive special education and related services in a separate day school facility for more than 50% of the day.

V. *Private Separate Day School:* Your child will receive special education and related services in a private separate day school at public expense for greater than 50% of the day.

VI. *Public Residential:* Your child will receive special education and related services in a public residential facility for more than 50% of the school day.


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VII. *Private Residential:* Your child will receive special education and related services in a private facility at public expense for greater than 50% of the school day.

VIII. *Homebased/Homebound/Hospital:* Special education services will be provided for your child in a hospital or in your home.

## 9. Minnesota Accountability Testing

Children with disabilities have a right to be included in state and districtwide assessments of student achievement. Any accommodations, modifications, or exemptions that are necessary for your child to participate should be discussed by the IEP team and written in your child's IEP.

**MINNESOTA COMPREHENSIVE ASSESSMENT**

***Address only in IEPs for grades 3, 5, 8, 10+.***

☐ Will participate without accommodations

☐ Will participate with accommodations below *(Modifications are not allowed.)*

☐ Exempt; reason and alternate assessments below

Accommodations:

If exempt, reason and alternate assessment:

**BASIC STANDARDS ASSESSMENT**

***Address only in the IEP for grade 8 or above.***

☐ Will participate without accommodations or modifications

☐ Will participate with accommodations stated below

☐ Will participate with modifications stated below *(Modifications are not allowed first time in grade 8.)*

☐ Exempt, reason stated below

Accommodations:

Modifications:

If exempt, reason:

*Check the appropriate box to indicate the level the student will attempt.*

| | State | Individual * | Exempt ** | Date Passed |
|---|---|---|---|---|
| Reading | | | | |
| Math: | | | | |
| Writing: | | | | |

* If the modification is to alter the district's passing level, enter the **test score expected** to be achieved.

** If the student is **exempt**, the goals on the IEP will be the criteria for awarding the diploma.

**DISTRICT INITIATED SYSTEM ASSESSMENT**

***Address each time a student is in a grade being assessed by the district.***

☐ Will participate without accommodations

☐ Will participate with accommodations below *(Modifications are not allowed.)*

☐ Exempt; reason and alternate assessments below

Accommodations:

If exempt, reason and alternate assessment:

### Minnesota Comprehensive Assessment

These uniform tests are given to every student in grades 3, 5, 8, and 10 on the same day throughout the state. The tests are intended to make sure school districts are preparing their students to meet state graduation standards. This section is only completed if the student will be in one of these grades during this IEP year. In grade 3, reading and math are tested. In grade 5, writing is added. Grades 8 and 10 use the Basic Standards Assessment (see page 20) instead of the Comprehensive Assessment.

Some students with disabilities need accommodations to take these tests. An accommodation is a change in the testing conditions to help students demonstrate their knowledge without lowering or changing the standard or the level of the test. For example, students who have a visual impairment might use tactile aids or diagrams for math problems; those with motor impairments might need a notetaker to write their answers. Others may need extended time to complete a test or a quiet setting for taking the test. A student who has accommodations still takes the same test as students without disabilities. Accommodations are determined by the IEP team and written on the IEP form. Modifications (see next section) are not allowed.



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A very few students may be exempt from the Comprehensive Assessments. If your child has never been taught the material or has had no access to the general curriculum, he or she may be exempt. It is an individual decision for the IEP team, and the reason must be written in the IEP.

Exemption, however, does not mean the school is not accountable for the student's education. An alternate assessment must be used for exempt students to measure progress. The IEP team will determine which state-developed alternate assessment will be used.

## Parents Need to Know

- The purpose of the Comprehensive Assessment is uniform measurement of educational outcomes across all schools in the state.
- Children receive individual scores, but the intent is to measure district progress in delivering instruction.
- Even if your child is exempt from statewide testing, the school is still accountable for your child's educational outcomes. Alternate assessments are required after July 1, 2000.
- Only accommodations, not modifications, may be used for these tests.

### Basic Standards Testing (Graduation Standards)

Minnesota has adopted graduation standards in reading, math, and writing. This section is completed for students in eighth grade or above. Students pass if they score at least 75% in reading and math or 3 or 4 in writing, but school districts may set higher standards. Minnesota provides the tests to the school districts.

Modifications are not allowed on the initial basic standards tests in the eighth grade. The initial test will establish a baseline skill level for the student. After the initial test, both accommodations and modifications are allowed for these tests as determined by the IEP team. A modification lowers or changes the level of difficulty or focus of the test itself. For example, if the IEP team decides that a student should be given fewer or less complex reading passages and reading comprehension questions, they have made a modification. The test itself has changed.

The IEP team will check on the IEP one of the following decisions for each area: reading, writing, and math:

- Your student is expected to achieve the statewide standards without accommodations or modifications. ("Pass—state level" will be checked on the IEP and recorded on the transcript.)
- Your student is expected to achieve the statewide standards with testing accommodations. ("Pass—state level" will be checked on the IEP and recorded on the transcript.)
- Your student is expected to achieve the statewide standard at an individually modified level of difficulty. ("Pass—individual level" will be checked on the IEP and recorded on the transcript.)
- Your student is exempt from the statewide standard. ("Exempt" will be checked on the IEP and recorded on the transcript.) An alternate assessment must be used for exempt students. This assessment choice is recorded on the IEP.


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## Parents Need to Know

- Minnesota's Department of Children, Families, and Learning has a list that defines the accommodations and modifications allowed on these tests.
- You can refer to the Adaptations section of your child's IEP for accommodations and modifications that should be considered in statewide testing for your child.
- A student may choose to try to pass the tests without accommodations or modifications even if these are provided during the general school day.
- For secondary school-age students, it is important for the IEP team to discuss issues involving graduation. Parents will want to know how long their child will remain in school in order to meet the requirements for a high school diploma or if their child will graduate by meeting the goals and objectives in his or her IEP.
- Upon graduation or the end of special education services, and with satisfactory achievement of all instructional goals, a student with disabilities will receive a high school diploma identical to the diploma given to general education students.
- A student's record (transcript) will show whether the student passed graduation standards at the state level.

### Profile of Learning/High Standards

The IEP team will begin planning your child's High Standards beginning in kindergarten. There are four Profile of Learning charts for IEP planning: primary, intermediate, middle, and high school. (The example given in this guidebook is the high school chart.) Each chart has content standards for the IEP team to consider annually.

The Profile of Learning Chart for your child's grade level will be attached to the annual IEP. The team will use a Content Standard IEP Planning Worksheet for the planning process at the IEP meeting, but this worksheet will not be attached to the IEP. The chart attached to the IEP tracks your child's progress on the content standards for grade levels covered by that chart.

Accommodations stated in the Adaptations section of the IEP are allowed. Passing with accommodations means your child passes at the state level. Modifications may be allowed as determined by the IEP team. Passing with modifications means your child passes at the individual level.

If your child cannot complete a standard even with modifications, the student may be exempt. The reason must be written on the IEP. The IEP team may consider the following in determining whether your child is incapable (defined as "a total lack of cognitive ability to participate within the subject area" in state special education guidelines) of participating in the content standard:

- if participation would cause extreme anxiety for the student
- if the student has not been exposed to the material covered in the standard
- if the student lacks the ability to learn at the lowest level of the tests



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## Parents Need to Know

- A content standard defines the skills that students must demonstrate.
- The Minnesota Graduation Rule requires your written permission whenever standards are approved, adjusted, or modified.
- The IEP team will determine the level at which your child will attempt the standard for his or her grade (state, individual, exempt).
- For additional information, contact your local school district.

## 10. Transfer of Rights at Age of Majority

**TRANSFER OF RIGHTS AT AGE OF MAJORITY**

***Addressed only in IEP's for students who will reach age 17 during the tenure of this IEP.***

Prior to the students 17th birthday, the student was informed of the rights that will transfer to him/her upon reaching the age of majority (18), unless a legal guardian or conservator has been appointed.

Date student was informed: _____

Beginning at least one year before your child turns 18, the school must record on the IEP the date your child was informed of the educational rights that will transfer to him or her upon reaching the age of majority (age 18 in Minnesota).

All educational planning rights will then transfer from you to your child. As a parent, you will continue to receive all legally required notices such as IEP meeting notices. Your child will assume all other rights, including the right to sign agreement or disagreement with his or her IEP. The transfer of rights does not take place if a legal guardian or conservator for education has been appointed.

## Parents Need to Know

- Talk with your child before he or she turns 18 to help your child prepare for this responsibility.
- Upon majority, your child has the right to choose whether to invite you to the meetings or not.
- If your child has a significant disability and needs a legal guardian or conservator, begin the legal work before your child turns 18.
- The IEP team should discuss what to do if your child is competent under to the law but unable to give informed consent.
- Communicate in writing to your school district to outline your legal intentions before your child's 18th birthday.
- Your child may request that you continue to represent him or her in educational decision-making.



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## 11. Extended School Year (ESY)

| TRANSFER OF RIGHTS AT AGE OF MAJORITY | | | |
|---|---|---|---|
| | *Yes* | *No* | *More Data Needed* |
| Are extended school year services required for this student? | ☐ | ☐ | ☐ |
| If yes, services are described within this IEP or in attached documentation | | | |

Some children need services that extend beyond the normal school year. Such services are referred to as Extended School Year services or ESY. The IEP team must discuss whether extended school year services are needed at the annual IEP meeting, and the appropriate box should be checked.

The school may not limit ESY services to particular disabilities or limit the type, amount, or duration of those services.

An ESY program must be tied to your child's need for services, including, but not limited to:

- delays in attaining self-sufficiency
- the likelihood of significant regression
- the probable rate of recovery of lost skills
- whether the child is making progress commensurate with meeting IEP goals.

The ESY services can be different from the services provided during the school year. ESY services that are written into your child's IEP must be provided at no cost to you.

Minnesota law states:

The district shall provide extended school year services for a student when it is determined that:

a) The student will experience 'significant regression' in the absence of an educational program;

b) The time required to relearn the skills lost is excessive, or

c) The effects of the breaks in programming are such to prevent the student from attaining the state of self-sufficiency that the student would otherwise reasonably be expected to reach.

d) The amount and type of service for summer must be appropriate to maintain performance on IEP goals.

*M.R. 3525.2900 Subp. 1.G*

# PARENT ACTION: NOTICE OF PROPOSED SPECIAL EDUCATION SERVICES

The IEP must be written and given to you as soon as possible after the IEP meeting. You may wish to reread the section "How Can Parents Participate" on page 2.



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The school will ask you to sign a separate form, Notice of Proposed Special Education Services (see page 32), that indicates your consent or disagreement to the IEP. This form will be attached to the IEP developed by the team. Parents, guardians, surrogate parents, and students 18 or older who have had the right transferred to them are the only people who can legally sign an IEP.

For initial IEPs, services cannot begin until you agree to the program in writing or the district proves through a due process hearing that the services are needed. For annual IEPs, you must have the opportunity to agree or disagree with the proposed IEP. If you do not respond in writing to the program within 10 school days of receiving the IEP, the plan may go into effect as written.

You have three choices when evaluating the proposed IEP. You may agree with the IEP by checking the first box on the form provided. If you want more information, check the second box to explain the information you need or to schedule a conference to discuss your concerns. If you disagree with the proposed IEP, check the last box and start the resolution process by requesting a conciliation conference, mediation, or due process hearing. For more information on methods to resolve disagreements, contact PACER Center.

School districts are required to implement the IEP as soon as possible following the meeting. Minnesota's Department of Children, Families, and Learning recommends that services begin as soon as possible, no later than one or two weeks following the IEP meeting.

## Parents Need to Know

- Based on the team's discussions and decisions made during the conference, the school should complete the IEP form and give it or mail it to you following the conference.
- Your role as an active, involved parent is to agree or disagree with the proposed IEP.
- It is important to read the proposed IEP before signing it.
- **You have 10 school days to decide on the proposed IEP.**

## IEP ACCOUNTABILITY

The IEP is a written commitment to provide specific special education and related services to your child. The school must make a good faith effort to help your child achieve the goals and objectives written into the IEP. This includes providing the services that are written in the IEP.

Each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for providing the services for your child must have access to the IEP. They must be informed of their specific responsibilities for providing a service, accommodation, modification, or support for the student or staff.

Although all teachers and service providers must know and provide specific services for your child, there is no guarantee that your child will make progress at a planned rate. If you think your child is not making sufficient progress, you may ask for revisions to your child's IEP or use other due process procedures.

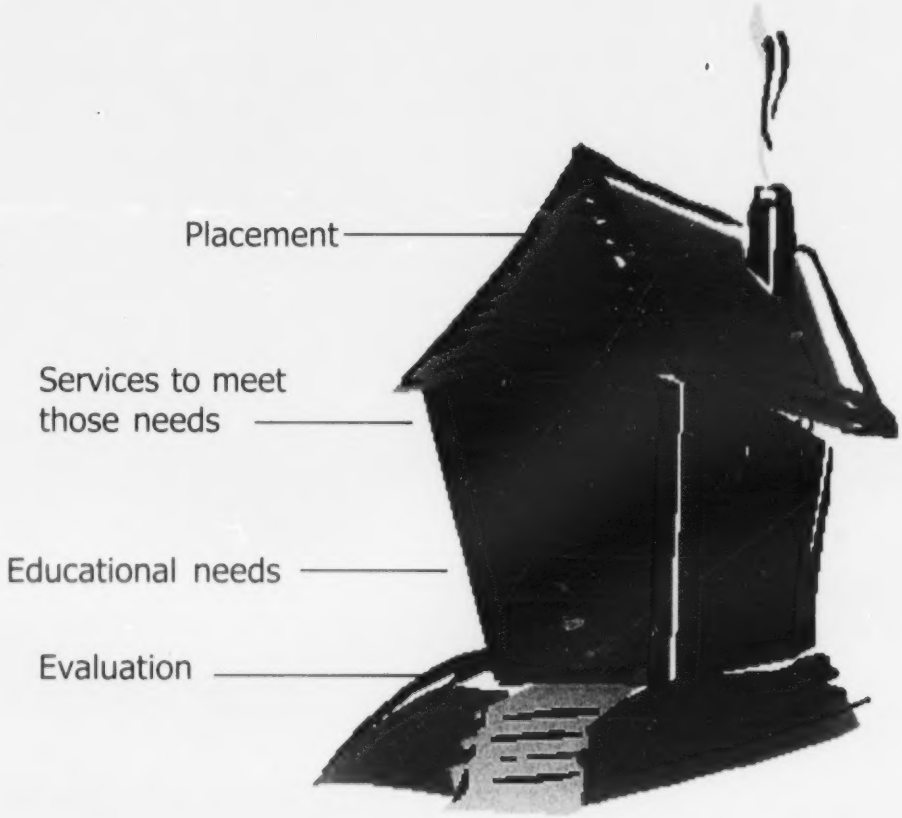
## IN SUMMARY

The special education process may seem complicated, but the analogy of building a house may be helpful. Just as a house starts with its foundation or basement and ends with the roof, the building of a special education program has a logical order.

The IEP document fits into this process:

1. **Evaluation** ( including the Evaluation Summary Report and Present Levels of Educational Performance) identifies . . .
2. the child's educational **needs**, which determine the . . .
3. **services** your child receives (goals, objectives, related services, adaptations, assistive technology), which leads to . . .
4. **placement** (Special Education and Related Services and LRE).

Your child can receive the free, appropriate public education (FAPE) to which he or she has a right when the IEP team follows this logical progression.




Just as a house is built from the ground up, your child's special education program is built from the foundation of a thorough evaluation. Your child's identified educational needs form the framework for the services that will meet those needs, like the first floor of a house supports the second. Once appropriate services have been determined, the IEP team can select the placement to meet your child's needs. It's the final piece of the process, like the roof caps off the house.

# DEFINITIONS

**Accommodation:** a change in class work or testing conditions to help students with disabilities demonstrate their knowledge without lowering or changing the standard or the level of the class work or of a test.

**Appropriate:** suitable or fitting. IDEA specifies the procedures for determining what is the appropriate education for an individual child. Evaluations are done to identify your child's needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

**Assistive technology device:** any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The devices include those purchased commercially or those that are modified or customized.

**Assistive technology service:** any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. This includes evaluation of the child for assistive technology needs; acquiring the device; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing the device; coordination of the device with other related services such as therapy; training for the child, and if appropriate, the family in use of the device; and training for educational and rehabilitation professionals and others including employers in use of the device.

**Consent:** saying yes. Consent means that you understand and agree in writing to the activity, such as an evaluation plan or an IEP. Schools must give you all necessary information connected to an activity for which consent is needed in your native language or communication mode. Giving consent is voluntary, and you may change your mind, or revoke consent, at any time. However, if you do revoke your consent, the activity that took place between the time you gave your consent and revoked your consent remains legal.

**General curriculum:** the curriculum that the school plans to use to teach children in the district, including children who do have disabilities and those who do not.

**Individualized Education Program (IEP):** the written plan that guides your child's special education services. The plan must:

- allow your child to advance appropriately toward meeting annual IEP goals
- allow your child to be involved in and progress in the general curriculum where appropriate
- guide the staff in providing services
- record the services the school district has committed to provide

**Modification:** a change in class work or testing conditions that does lower or change the level of difficulty or focus of class work or of a test. The expectation is modified.

**Parent:** a child's parents or a person acting in that role; guardian is a person appointed through court procedures; surrogate parent is a person appointed by the school through special education procedures to represent the child in decisions involving special education services. Parents who do not have legal custody but whose parental rights have not been terminated retain their rights to receive information from the school, participate in program planning, and attend school conferences.

**Positive behavior intervention:** a plan to address both the source of a behavior problem and ways to deal with the problem itself. The plan will emphasize skills or motivation that the child needs in order to behave in a more appropriate manner.

**Public agency:** the school or school district. Participating agency means a state or local agency such as Rehabilitation Services or county social services that is financially and legally responsible for providing transition or other services to a student.

**Related services:** any specially designed services that enable a student to benefit from special education instruction. Some examples include psychological services, assistive technology, occupational therapy, physical therapy, audiology, mobility training.

**Special education:** instruction specially designed to meet the unique needs of a student with disabilities.

**Supplementary aids and services:** any aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

7/99

IEP Meeting Date: _____

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## STUDENT INFORMATION

| Student: | Gender: M F | Grade: | D.O.B.: |
|---|---|---|---|

## PARENT/GUARDIAN INFORMATION

Parent/Guardian Name(s):

## IEP INFORMATION

| Federal Setting: | IEP Manager Name: | Phone #: |
|---|---|---|

## PROGRESS REPORTING

Frequency and method(s) to be used for reporting progress to parents:

## TRANSFER OF RIGHTS AT AGE OF MAJORITY

*Addressed **only** in IEPs for students who will reach age 17 during the tenure of this IEP.*

Prior to the students 17th birthday, the student was informed of the rights that will transfer to him/her upon reaching the age of majority (18), unless a legal guardian or conservator has been appointed.

Date student was informed: _____

## SPECIAL EDUCATION AND RELATED SERVICES

| Instruction or Service Provided | Location | | Anticipated Frequency | Minutes Per Session | | Service | |
|---|---|---|---|---|---|---|---|
| | General Education | Special Education | | Indirect | Direct | Start Date | Anticipated Duration |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## LEAST RESTRICTIVE ENVIRONMENT (LRE) JUSTIFICATION

If the student is not able to participate full time with students without disabilities in the regular classroom and in extra-curricular and non-academic activities, this statement explains the extent of nonparticipation and reasons for this nonparticipation:

This form is available in several languages, Braille, or other formats. Contact the IEP manager for an alternate formate.



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## PROGRAM

**Present Level(s) of Educational Performance and Educational Needs,** including how the student's disability affects involvement and progress in the general curriculum (for preschooll children, participation in appropriate activities). By age 14 or grade 9 and thereafter, address the transition areas here.

**Transition Service Needs** (for students about to enter grade 9 or reach age 14 and thereafter) that identify courses of study, instructional needs, related services, and interagency responsibilities and any needed linkages to address transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and hom living:

---

**Transition Activities** (for students about to enter grade 9 or reach age 14 and thereafter) and the person(s) accountable for each activity:

---

**Annual Instructional Goal:**
____ of ____ Goals

---

**Short Term Objectives or Benchmarks:**

---

**Annual Instructional Goal:**
____ of ____ Goals

---

**Short Term Objectives or Benchmarks:**

## MINNESOTA COMPREHENSIVE ASSESSMENT

***Address only in IEPs for grades 3, 5, 8, 10+***

☐ Will participate without accommodations

☐ Will participate with accommodations below
*(Modifications are not allowed.)*

☐ Exempt; reason and alternate assessments below

Accommodations:

If exempt, reason and alternate assessment:

## BASIC STANDARDS ASSESSMENT

***Address only in the IEP for grade 8 or above.***

☐ Will participate without accommodations or modifications

☐ Will participate with accommodations stated below

☐ Will participate with modifications stated below
*(Modifications are not allowed first time in grade 8.)*

☐ Exempt; reason stated below

Accommodations:

Modifications:

If exempt, reason:

*Check the appropriate box to indicate the level the student will attempt:*

| | State | Individual* | Exempt** | Date Passed |
|---|---|---|---|---|
| Reading: | | | | |
| Math: | | | | |
| Writing: | | | | |

*If the modification is to alter the district(s) passing level, enter the **test score expected** to be achieved.
**If the student is **exempt**, the goals on the **IEP** will be the criteria for awarding the diploma.

## PROFILE OF LEARNING/HIGH STANDARDS

See attached documentation.

## EXTENDED SCHOOL YEAR

Are extended school year services required for this student? Yes ☐ No ☐ More Data Needed ☐
If yes, services are described within this IEP or in attached documentation.

## ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION

**Adaptations**, including 1) supplemental aids and services in general and special education, and 2) program modifications or supports for school personnel to meet the needs of the student, and 3) assistive technology:

12/99

# NOTICE OF PROPOSED SPECIAL EDUCATION SERVICES

Student Name: _____ Date: _____
School: _____ Grade: _____ D.O.B.: _____

Dear _____ :

This notice is required whether or not you attended the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) team meeting on _____ .

☐ Your child will begin to receive special education services. The school district will not proceed without your written consent.

☐ Your child s IEP/IFSP is changed as noted. The school district will proceed with this change unless you object in writing within 10 school days of receiving this notice.

☐ All current special education and related services are discontinued. The school district will proceed with this change unless you object in writing within 10 school days of receiving this notice.

Reason(s) for the above proposal, the basis for this decision, and other options and factors that were considered:

**Note to parent(s):** If you have questions please contact me.

_____
Name Position Telephone

As a parent, you have protections under the procedural safeguards of IDEA.
Resources you may contact for further information about parent rights and procedural safeguards:
PACER (Parent Advisory Coalition for Education Rights): 612-827-2966 (Voice), 612-827-7770 (TTY), 1-800-53-PACER
MN Disability Law Center: 612-322-1441, 612-332-4668 (TTY), 1-800-292-4250
MN Special Education Mediation Service: 651-297-4635, 651-297-5353, 1-800-627-3529 (TTY)
MN Department of Children, Families & Learning: 651-582-8689, 651-582-8201 (TTY)
Arc Minnesota (advocacy for persons with developmental disabilities): 651-523-0823, 1-800-582-5256
Family Service Inc., Learning Disabilities Program: 651-222-0311, 651-222-0175 (TTY) 1-800-488-4395

## PARENT ACTION

Parent(s): Check one of the options below, sign and date this form, and return the original of this page.
If you do not return this page or otherwise respond in writing within ten (10) school days, the team will proceed as indicated above.

☐ **I give permission** to the school district to proceed as proposed.
☐ **I need further information.** Please contact me to explain further and/or schedule a team meeting.
☐ **I do not give permission** for the school to proceed as proposed. I understand that you will contact me to offer a conciliation conference or mediation. I understand that I (or the district) have the right to proceed directly to a due process hearing.

_____
Parent Signature (Student if age 18 or older) Date

| Date received by district |
|---|
| |

This form is available in several languages, Braille, or other formats. Contact the IEP manager for an alternate format.

## Transition Grid

In transition planning, this grid can help incorporate student based needs from any of the eight Present Levels of Educational Performance areas into the five transition areas.

| | Jobs and Job Training | Recreation and Leisure | Postsecondary Education and Training | Home Living/ Daily Living Skills | Community Living, Experience, and Participation |
|---|---|---|---|---|---|
| Intellectual/Cognitive Functioning | | | | | |
| Academic Performance | | | | | |
| Communication | | | | | |
| Motor Skills | | | | | |
| Sensory Status | | | | | |
| Health/Physical Status | | | | | |
| Functional Skills | | | | | |
| Emotional, Social, and Behavioral Development | | | | | |
| **GOALS** | | | | | |

## SPECIAL FACTORS IN THE DEVELOPMENT OF THE IEP

*IDEA requires that IEP teams consider four areas when developing each IEP. These are found in Section 614(d)(3) of the Federal Regulations.*

(3) Development of IEP –

(A) In general. – In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider –

(i) the strengths of the child and the concerns of the parents for enhancing the education of their child; and

(ii) the results of the initial evaluation or most recent evaluation of the child.

(B) Consideration of special factors. – The IEP Team shall –

(i) in the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;

(ii) in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;

(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

(iv) consider the communication needs of the child, *and* [italics added] in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and the full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) consider whether the child requires assistive technology devices and services.

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# ADAPTATIONS

(Optional)

Student: _____ Date: _____ Grade: _____

This list includes some of the adaptations that may available to this student through team recommendations based on individual student need. This list is not exhaustive and can be modified regularly by the IEP team. The adaptations to be provided will be stated in the Adaptations section of the IEP or attached to the IEP. The person(s) responsible should also be stated.

| Instruction Adaptations: | Subject/Class: |
|---|---|
| Small group instruction | |
| Guided to unguided instruction | |
| Leave class for resource room assistance | |
| Study buddy, peer partner, peer note-taker | |
| Visual aids | |
| Auditory aids | |
| Instructional aids | |
| Extra time for oral response | |
| Extra time for written response | |
| Dictate responses to person or tape | |
| Study carrel | |
| Minimize visual distractions | |
| Minimize auditory distractions | |
| Additional feedback | |
| Assignment notebook | |
| Oral and printed instructions | |
| Shortened instructions; in segments | |
| Number and sequence task steps | |
| Provide a model of end product | |
| Opportunity to verbalize instructions | |
| Opportunity to write instructions | |
| Preferential seating | |
| Prompts for participation & transitions | |
| Repeated review, drill | |
| Concrete, positive reinforcers | |
| Other: | |
| Other: | |

| Class Testing Adaptations: | Subject/Class: |
|---|---|
| Extra time for completion | |
| Shortened tests | |
| Rearrange or segment tests | |
| Highlighted or otherwise altered tests | |
| Alternate test | |
| Short answer tests | |
| Multiple test sessions | |
| Tests read to the student | |
| Dictate responses to person or tape | |
| Take home or open book tests | |
| Project or other activity | |
| Use of manipulatives, other aids | |
| Recognition instead of essay response | |
| Minimize distractions; study carrel | |
| Opportunity to take tests in resource room | |
| Alternate grading | |
| Opportunity to retake until passing grade | |
| Other: | |

| Materials Adaptations: | Subject/Class: |
|---|---|
| Materials +/or lectures on tape | |
| Highlighted, color coded materials | |
| Large print materials | |
| Braille materials | |
| ESL materials | |
| Materials, books in alternative format | |
| Study buddy, peer partner, peer note-taker | |
| Manipulatives, study aids | |
| Outline grid | |
| Flow charts, arrays, webs, etc | |
| Copy of teacher notes | |
| Study guides related to test content | |
| Two sets of books, materials | |
| Other: | |
| Other: | |
| Other: | |
| Other: | |

| Assignment Adaptations: | Subject/Class: |
|---|---|
| Extra time for completion | |
| Reduced assignments using key concepts | |
| Modified assignments using key concepts | |
| Alternate assignment | |
| Project or other activity (e.g., not written) | |
| Other format, such as on tape | |
| Other response, such as oral or taped | |
| Study buddy, peer partner, peer note-taker | |
| Task analyze, sequence assignments | |
| Overview of long term assignments | |
| Frequent checkpoints for long term work | |
| Reinforce appropriate work completion | |
| Alternate grading | |
| Other: | |
| Other: | |
| Other: | |

| Grading Adaptations: | Subject/Class: |
|---|---|
| Adapt % of work for passing grade | |
| Partial grade based on individual efforts | |
| Frequent grading averaged in | |
| Daily work weighted higher than tests | |
| Opportunity to rework for better grade | |
| Grade on corrected work | |
| Alternate grading, e.g., pass/fail | |
| Modify class participation expectations | |
| Other: | |
| Other: | |



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# ADAPTATIONS



| Behavior Management: | Subject/Class: | Assistive Technology & Other Services: | Subject/Class: |
|---|---|---|---|
| Positive reinforcement | | Interpreter | |
| Modify expectations | | Augmentative Communication Device | |
| Code to identify inappropriate behavior | | Instruction in Braille, use of Braille | |
| Pair with role model peer for group work | | Books, materials on tape | |
| Modified expectations | | Word Processor | |
| Amended consequences | | Note taker | |
| Preferential seating | | Decoders for TV, film | |
| Individualized behavior contract | | Magnification | |
| Check-in time(s) | | Amplification | |
| Clearly defined limits | | Large print materials | |
| Frequent reminders | | | |
| Frequent breaks | | 1-1 paraprofessional support | |
| Proximity control | | Training/technical assistance for student | |
| Designated safe place for times of stress | | Training/technical assistance for family | |
| In-class time-out | | Training/technical assistance for staff | |
| Private discussion about behavior | | | |
| Opportunity to be teacher assistant | | Job coach | |
| Supervised transitions | | Counseling | |
| Other: | | | |
| Other: | | Other: | |
| Other: | | Other: | |

For additional academic adaptation suggestions, refer to the "Testing Guidelines for Students with IEP or 504 Plans" materials, including the lists of possible accommodations and modifications.

| Transportation: |
|---|
| Special bus/van |
| Special route |
| Special seating |
| Seating harness |
| Car seat |
| Lift |
| Bus assistant |
| Behavior contract |
| Change in discipline policy |
| Other: |
| Other: |
| |
| |

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Comments or Other Adaptations:

# HIGH SCHOOL PROFILE OF LEARNING CHART FOR IEP PLANNING

(If either "individual" or "exempt" is checked, corresponding Content Standard for IEP Planning Worksheet may be attached.)

| STANDARD | State | Individual | Exempt | STANDARD | State | Individual | Exempt |
|---|---|---|---|---|---|---|---|
| **Read, Listen, View** | | | | *Case Study (or)* | | | |
| *Choose 1: Complex Information (or)* | | | | New Product Development | | | |
| Technical Reading, Listening & Viewing | | | | **Scientific Applications** | | | |
| **Write & Speak** | | | | Choose 2 of 5: Concepts in Biology (or) | | | |
| Choose 1: Academic Writing (or) | | | | Concepts in Chemistry | | | |
| Technical Writing | | | | Earth and Space Systems (or) | | | |
| Choose 1: Public Speaking (or) | | | | Concepts in Physics | | | |
| Interpersonal Communication | | | | Environmental Systems | | | |
| **Literature and the Arts** | | | | **People and Cultures** | | | |
| *Literary & Arts Creation & Performance | | | | *Themes of United States History | | | |
| *Literature & Arts Analysis & Interpretation | | | | *United States Citizenship | | | |
| **Mathematical Applications** | | | | *Diverse Perspectives | | | |
| Choose 1: Discrete Mathematics (or) | | | | Choose 1 of 3: Human Geography (or) | | | |
| Chance & Data Analysis | | | | Institutions & Traditions in Society | | | |
| Choose 1: Agebraic Patterns (or) | | | | Community Interaction | | | |
| Technical Applications | | | | **Decision Making** | | | |
| *Shape, Space, and Measurement | | | | *Individual & Community Health | | | |
| **Inquiry** | | | | *Physical Education & Fitness | | | |
| Choose 1 of 7: Math Research (or) | | | | Choose 1: Career Investigation (or) | | | |
| History of Science (or) | | | | Occupational Experience | | | |
| History through Culture (or) | | | | **Resource Management** | | | |
| History of the Arts (or) | | | | *Economic Systems | | | |
| World History and Cultures (or) | | | | Choose 1 of 5: Natural & Managed Systems | | | |
| Recorders of History (or) | | | | Personal & Family Resource Management (or) | | | |
| Issue Analysis | | | | Business Management (or) | | | |
| Choose 1 of 6: Research Process (or) | | | | Financial Systems (or) | | | |
| Social Science Processes (or) | | | | Technical Systems (or) | | | |
| Research & Create a Business Plan (or) | | | | **World Languages** | | | |
| Market Research (or) | | | | **World Language | | | |

*Required **Optional 9/30/98

(Additional comments can be added to the back of this sheet, to the worksheet pages, or to the adaptations section of the IEP)



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## About PACER Center

PACER Center (Parent Advocacy Coalition for Educational Rights) is an information, training, and advocacy center for families throughout Minnesota who have children and young adults with disabilities. PACER's mission is to improve and expand opportunities that enhance the quality of life for children and young adults with disabilities and their families. For more information, call PACER at (612) 827-0559 voice, (612) 827-7770 TTY. Families in greater Minnesota may call toll-free 1-800-53 PACER. Check out PACER's Web site at *www.pacer.org*.

PACER provides a variety of programs to assist families of children and young adults with disabilities:

**Parents Helping Parents.** A parent training and information project that informs parents of children with disabilities from birth to age 22 of their rights and responsibilities in special education. Through parent workshops, individual assistance, training of trainers, written information and support, PACER helps parents understand the laws that guarantee their children the right to a free, appropriate public education.

**Early Childhood Intervention.** Informs families about early intervention services for infants, toddlers, and preschoolers with disabilities.

**Emotional and Behavioral Disorders (EBD) Services.** Provides parents and professionals with workshops, written information, and individual assistance on mental health, education, social services, and corrections issues.

**Count Me In.** Performs puppet shows for preschool and elementary-aged children to foster positive attitudes and acceptance of children with disabilities in their schools and communities.

**Let's Prevent Abuse.** Informs children, parents, and professionals about emotional, physical, and sexual abuse and strategies for prevention, including puppet presentations about child abuse to school-aged children.

**Family Strengths.** Assists young families and professionals in identifying family strengths and celebrating diversity. The program has developed cultural adaptations with Hmong and Spanish-speaking communities. Program includes puppet shows.

**Multicultural Project.** Provides bilingual workshops and written information addressing language and cultural issues faced by culturally and racially diverse parents of children with disabilities.

**American Indian Parent Network.** Provides individual assistance and information for American Indian parents of children who have or are at risk for developing emotional or behavioral disorders.

**Project Youth.** Planning and support services for teens making the transition from school to work and independent living.

**Project PRIDE (PACER's Rehabilitation Act Information & Disability Education).** Informs and trains youth with disabilities, their families, and professionals about the Rehabilitation Act.

**Juvenile Justice.** Trains professionals to identify the needs of youths whose disabilities may place them at risk for involvement with the juvenile justice system.

**Computer Resource Center.** Introduces children with special needs, parents, and teachers to educational software and special equipment to make computers accessible tools for communication and learning. It includes a software lending library.

**Project KITE (Kids Included through Technology are Enriched).** Teaches parents and early childhood educational staff to use software and other technology to enable children with disabilities to interact with their peers.

**Centralized Mental Health Intake.** PACER Center is the initial contact for families whose children have serious emotional disturbance and are eligible to receive mental health services through the Hennepin County Children's Mental Health Collaborative.

**Grandparents Program.** Provides information and support to grandparents of children with disabilities.

**Surrogate Parent Services.** Trains and selects surrogate parents to represent children with disabilities in the special education process.

**Employment.** Helps individuals with disabilities and their families access employment and co-worker job support.

**Health Information and Advocacy Center.** Provides one-on-one advocacy and workshops on how to work effectively with in the health care system (including working with physicians, home care, hospitals, and insurance).

**TATRA (Technical Assistance on Training about the Rehabilitation Act).** Provides education assistance for parent centers nationwide.

**The Alliance (Technical Assistance Alliance for Parent Centers).** Offers consultation for 100 federally funded parent centers across the country.

**FAPE (The Families and Advocates Partnership for Education).** Links families and advocates with researchers and policymakers to improve results for children receiving special education.

**Minnesota Parent Center (formerly FAST Forward).** Provides individual assistance, workshops, and information for families and professionals encouraging involvement in the education of all children.

PACER CENTER